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ABSTRACT

Fifty college speech departments responded to a survey intended to discover some of the common practices and strategies for marketing undergraduate speech communication majors. The results indicated that the most frequent name for the departments responding was "Communication" rather than "Speech Communication," completely the opposite of what was true 5 years ago. Twenty-three respondents indicated that business-related departments at their institution required or encouraged an emphasis in communication, and 9 suggested that English departments encouraged such an emphasis. Introductory courses in management, marketing, and public relations were the courses from other departments most frequently taken by communication majors. The most frequently mentioned cooperative program was a cooperative certification program in public relations, but this question produced a long list of innovative, cooperative programs. Only 40% of the departments had any particular emphasis, such as education, speech, or broadcasting. Public information/relations, marketing, teaching, and sales were the four most frequent career positions for communication majors, and internships and personal contacts were the most frequently used strategies for letting employers know about communication majors. (Extensive tables of the results are included.) (HTH)

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A SURVEY OF PRACTICES AND STRATEGIES FOR MARKETING COMMUNICATION MAJORS

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A Survey of Practices and Strategies for
Marketing Communication Majors

Concern about career opportunities and placement of our students is clearly growing in our discipline. Essays which discuss placement, curriculum, career opportunities, internships and faculty roles in this effort have appeared in the ACA Bulletin since its inception.[1] The Speech Communication Association has charged a Task Force on Career Opportunities to pursue issues related to employing our majors.[2] This past summer the Speech Communication Association sponsored two summer conferences on the topic.[3] These various projects are beginning to generate a pool of ideas and data which is useful in making intelligent decisions about preparing and marketing students.

We applaud this effort because we believe that successful placement of our students should be facilitated by this sharing of information. Another step in this process is the collection of data about practices and strategies employed by departments.

PROCEDURES

The purpose of this study was to discover what some of the common practices and strategies for marketing undergraduate speech communication majors might be. To determine what these efforts might be, a survey was conducted in December, 1980, to discover what departments were doing to (1) represent the department and majors to employers, (2) cooperate with other colleges and departments, (3) adjust programs to meet student and employment trends and, (4) let business and other employers know what their graduates can do. A random sample of two hundred departments was drawn from those listed in the "Speech Communication in Higher Education" section of the 1980 Speech Communication Directory.

THE POPULATION

The population for this study consisted of four year institutions. The questionnaire was addressed to the departmental chair in the specific universities rather than an individual.

THE QUESTIONNAIRE

The first set of questions asked for the departmental name and whether the name represented a change of name in the past five years. Then the departments were asked for the rationale for any change. It might be that departments changed their names to be more reflective of who they are and what they are doing.

The second set of questions examined relationships with other colleges, particularly career oriented departments. Four types of information were requested: a) Departments which encourage/require communication minors; b) Departments in which communication students minor, primarily; c) Communication courses most frequently taken by other majors; d) Courses in other departments most frequently taken by communication majors. Although it is not possible to judge placement success produced by taking the academic advisor's advice or by the student exercising his other best judgment, it was believed that these answers would produce a consensus about what students are doing or being advised to do to make themselves more marketable.

The third set of questions sought to tap the practices in which departments engage with respect to business-related courses/programs. It was hoped that the nature of cooperative programs--department with department, and service related course offerings by communication departments, including internships other than student teaching would be discovered. These questions were asked with two goals in mind. First, a catalog of programs might be developed. Second, unusually innovative programs might be uncovered.

The fourth set of questions were asked to discover the nature of change in departmental emphasis. Changes might be in the direction of increased emphasis in the study of business and organizational emphasis which seemed to be a recent trend. Areas of declining interest were also polled.

Finally, questions about what kinds of jobs students take and what departments do to market their students were asked. A list of jobs secured by graduates would be useful in counselling students. Unique techniques for letting employers know what recent graduates can do would likewise prove useful.

RESULTS

Of the 200 undergraduate programs polled, 50 usable responses were returned. This represents about a 25% response rate. Respondents identified themselves by region and department name. The results are displayed in Table I. Of the fifty departments, sixteen are from the West, twenty are from the Midwest, three are from the East and eleven are from the South.

Department Names

The most frequent name for the departments responding was Communication rather than Speech Communication. Five years ago William E. Arnold found that the opposite of this was true.[4] The least frequent label was Department of English, preceded by Speech or Speech and Drama/Performing Arts/ and Theatre Arts. The report of these names are summarized in Table II.

When asked if this name represented a change in the past five years, 36% (18 departments) responded yes. Name changes appear to represent a new way of thinking about the department emphasis both internally (from the perspective of departmental members) and externally (an attempt to change the perspective of students, colleagues and the community). When departments were asked to give their rationale for changing their names, they said they did so to represent a change in their composition. Seventy-two percent, 13 departments of

the 18 who changed, changed to reflect the breadth and/or new thrust of the department, and particularly in media and organizational communication. The next most frequent change, four departments, was made to reflect separation from theatre. One department changed as a "compromise with other units."

Categorizing this change by region, represented by the display in Table III, shows where the change seems most prevalent. There was no change in the East, but this may not be representative of what is happening due to the small number of departments, three, responding from that region. The largest percent of departments by region reporting name change was the South with 63.6% responding name changes. This was followed by the Midwest with 35% and the West with 25%.

Relationships With Other Colleges/Departments

Four questions were asked to discover what these relationships might be like. First, respondents were asked to list departments which encourage or require minors in communication. This data might expose some areas which value communication expertise and by inference might relate to careers for our majors' skills. The results are displayed in Table IV. Twenty-three of the 50 respondents indicated that business-related departments require or encourage an emphasis in communication. Nine, about 20%, of those responding suggested that English departments encouraged an emphasis in communication. Approximately ten percent of the departments reported, departments of Education, Family Service/Home Economics, Journalism,[5] require minor emphasis in communication.

The converse of this question was asked: What are the departments in which communication students minor? (In some cases these may not be departments but divisions within Communication Departments.) The category mentioned most frequently was a business-related minor emphasis, this emphasis being cited thirty-four times. These minors were in Marketing, Management, General Business

or Administration. The most frequently cited single department, however, was English with 40% (20) of the respondents requiring/encouraging minor emphasis in this area. These minor areas were followed by strong showings in Psychology (26%), Political Science (24%), and Journalism (22%). Other areas mentioned were Performing Arts (14%), Sociology (12%), and History (8%). The results of this question are shown in Table V.

The last two questions in this category focus on courses taken rather than minor emphasis. We asked what communication courses were most frequently taken by other majors. Responses are displayed in Table VI. They suggest that the most frequent courses are public speaking, interpersonal communication, fundamentals and group discussion. These scores were nearly identical, however, with public speaking 24 (48%), interpersonal 23 (46%) and fundamentals, and group discussion with 22 each (44%). Others frequently mentioned were business speech--seventeen times, radio/television/film--eleven times, organizational communication--eight times, voice and diction, mass communication, argumentation--seven times each, and oral interpretation, interviewing--six times each. Also mentioned were nonverbal, contemporary rhetoric, semantics, children's speech, and communication theories. Several others were mentioned only once.

Finally, when asked to indicate what courses in other departments were most frequently taken by communication majors the following results (see Table VII) were generated. Courses listed in our data display are basic or introductory, survey courses if merely listed by department name. Specific, advanced courses are listed by course name. Introductory courses in management, marketing and public relations claim the top of the list. Each was selected eleven times or by 22% of our respondents. Advertising, Psychology and Advanced Writing were selected next, being selected by approximately 16% of the

departments responding. Beyond these leaders were courses such as personnel management, newswriting and economics, mentioned by approximately 8%. These were followed by twenty-three other courses.

When these courses are grouped by category business-related courses are indicated twenty-nine times (58%) and Publications/Advertising/Sales/Consumerism selected twenty-three times (46%). Advanced and specialized writing courses are also taken by many communication majors - chosen fourteen times (28%). Other totals are: Psychology/Sociology - ten times (20%), computer/mathematics/economics - eight times (16%) and photography/graphic arts - five times (10%).

Unusual or Special Cooperative Programs

Data collected about cooperative programs our departments have invented proved to be interesting. The most frequently mentioned single program was a cooperative certification program in public relations. Yet, this was listed only four times. What was produced from this stimulus question, however, is a long list of innovative, cooperative efforts. Since no particular trend was suggested from these responses these ideas were merely listed in Table IX for the data display.

Another area of current concern with respect to cooperative programs is the internship. Data were collected with respect to number and types of internships being offered by our respondents. The most frequently cited category by far was the business-related internship, mentioned thirty-five times. Following this was broadcasting programs (18 times), Community/Urban Programs (8 times), government programs (3 times), Theatre/Internal/Public Utilities/Newspaper (2 times each) and Research/Health/Religious Programs (1 time each). These data, along with a regional breakdown, are given in Table X.

The final question in this section, related to cooperative efforts of

communication departments, tapped the service function of business-related communication courses. We found that 56% of our departments offered course work in organizational communication. The next most frequently mentioned courses were business and professional speaking (46%), public relations (22%), interviewing (16%), and broadcast management/sales (8%). Others are suggested in Table XI.

Nature of Department Emphasis and Enrollments

Several questions were asked to discover what emphasis are currently being offered in departments and how they have been changing. One surprising result from asking departments to reveal their emphasis is that no more than 40% of our respondents named any particular emphasis. Table XII shows that 40% of the departments have a communication studies emphasis, 36% report an education emphasis, 36% a general speech emphasis, 36% a broadcasting emphasis and 30% a traditional rhetoric emphasis. (Keep in mind that some departments offer more than one major emphasis.) Mentioned less frequently but quite often were theatre (26%), organizational (26%), public relations (26%), and mass communication (20%), pathology (18%), oral interpretation (18%), journalism (16%) and group process/pre-law (10% each). Others mentioned are included in Table XII.

Enrollment trends in these areas add to our understanding of what is happening to these emphasis. First, respondents were asked where enrollments were increasing. These responses were broken down into regions for comparison. The results are presented in Table XIII. The data show the greatest increase in enrollments in these areas: broadcasting (30% reporting), public relations (22%), organizational communication (14%), theatre/mass communication (12% each), communication studies/general speech (10% each). Other increases were reported as indicated in the table. Conversely, Table XIV reveals declining enrollments noted by departments in education (22%), rhetoric (16%), and oral interpretation (10%). Others which decreased are listed in the table. Along with the

increases in enrollments increases in institutional support for these areas was observed. Table XV presents that report.

Employment of Majors

Two kinds of information were sought with respect to employment. First, a list of positions and a frequency/department was collected to show areas of productive career orientation. Second, a collection of strategies and programs with respect to departmental efforts to market graduates was generated. The data with respect to employment, Table XVI, reveals the four most frequent career positions for our majors are: 1) public information/public relations/ promotional (66% of our sample reported this category), 2) marketing (48%), 3) teaching (48%), and 4) sales (44%). This group was followed by careers which had substantial hirings. They included: 1) media production (32%), 2) writing (32%), 3) personnel (28%), 4) on-air media (24%), 5) advertising (22%), 6) training/programs, directors (20%). Below these, in order of frequency, were: graduate school, government staff, counseling, consulting, community service, research, airlines, and ministry. Job titles for as many of these career areas as possible are listed in Table XVII.

The second question yielded some interesting results. The department chairs were asked what they do to let employers know about their majors. Some respondents said that they do nothing. On the other hand, the most used strategies are internships (27%) and personal contacts by faculty (12%). Some departments use their own graduates as contacts (8%) and some assist majors with resume preparation (6%). Strategies beyond these four were employed by less than five percent of the departments. Although we did not ask why some departments did nothing, we were sometimes given a note that was apologetic about the lack of help. Some did nothing because "That's the students' responsibility."

DISCUSSION AND CONCLUSIONS

A review of these results reveals several conclusions which point to strategies that departments are using which have impact on marketing majors. Some of the changes and activities we have discovered may serve a primary purpose other than making it easier for students to find a career position; but they do seem to have an impact in this area also.

One such area is that of name change. Names have been changed for a variety of reasons; but, the impact of such changes might be to suggest to employers a broader and more inclusive list of career training orientations. For example, departments which were called speech departments may have been thought by business to be primarily concerned with speech-making. A change to communication studies might reflect a larger group of skills and therefore cause the employer to take a closer look at the individual's credentials. Thirteen of the eighteen name changes we discovered were made to represent breadth and new thrusts of the department, particularly with respect to media and organizational communication. We found that 64% of our respondents from the South and 35% of our respondents from the Midwest have changed their names. We also note a corresponding increase in media, organizational communication and public relation oriented emphasis in these regions. Thus, their reasons for changing names, increased or new emphasis, seems to be the case.

The questions about departments which encourage either a cross over to minor in communication a cross over from communication to minor in another department shows a strong relationship developed between many business-related areas and communication departments. Twenty-three, nearly half, of our respondents suggested that business-related departments encourage minor emphasis by their majors in communication. We also note that there is a reciprocal relation with English departments. Finally, Psychology, Political Science and Journalism seem to be attractive minor emphasis for some of our

majors.

If departments are encouraging emphasis in our departments, they must also be enrolling in our basic courses. Our sample confirms this. Nearly one-half of our respondents indicated that public speaking, interpersonal communication, fundamentals, and group discussion/theory are frequently taken by majors in other departments. Business speech, radio/television/film and organizational communication are also taken, but less often the four basic courses.

Our majors also take basic courses in the areas they chose as minor emphasis. Business-related, public relations, advertising, psychology and advanced writing courses are the most popular course areas. One cannot conclude that only formal minors are being pursued, but that students are taking course work here.

If you turn back to Table IX you will discover twenty-five different cooperative programs - communication departments have been very innovative. There is a considerable opportunity for cooperation, given that a department has the time and resources to do so. Some of the written comments we received indicate that more of this type of effort would go on if some departments did not feel understaffed in relation to demand.

Another finding was that there is considerable internship activity in communication departments. Seventy percent of our respondents reported organizational communication-related internships. In addition, thirty-six percent of the departments have broadcast-related internships. The only other frequently reported internship, 16 percent, was in community/urban programs. One implication of this finding is that those who wish to establish internships will find these are most likely areas to begin. There also seems to general neglect of the area of government sector agencies. Since sixteen percent of responding departments indicate career placements in government service this

might be an area for increased internship activity.

The questions about departmental emphases seems to suggest that a relatively large number of departments have programs in organizational communication (26%), public relations (26%) and mass communication (20%). These are also areas where increasing enrollments were indicated by our respondents. These appear to be fruitful areas for expansion and thus areas where increased effort will be needed. The fact that some have suggested the "tight market" in these areas does not seem to present placement problems; they are the top areas for placement. Sixty-six percent of our departments reported placing majors in public relations-related areas. Next to this specialty, careers in management, sales, and personnel were good areas for student placement.

Finally, we conclude that not much is being done to let employers know what our graduates can do. This is an area where our departments need to concentrate our creative efforts. Nearly fifty percent of our respondents said either that they do nothing or chose not to respond to the item.

ENDNOTES

[1]See for example, ACA Bulletin, 13 (April, 1975); ACA Bulletin 13 (August, 1975); ACA Bulletin, 15 (January, 1976); ACA Bulletin, 18 (October, 1976); ACA Bulletin, 22 (October, 1977); ACA Bulletin, 26 (October, 1978); and ACA Bulletin, 35 (January, 1981).

[2]"Newsletter: SCA Task Force on Career Opportunities," Speech Communication Association. The SCA publishes a periodical compendium of ideas and news about career opportunities.

[3]V. Lynn Roll, ed., "Proceedings of the July, 1980 SCA/ICC/ACA Washington Summer Conference: Communication Careers," ACA Bulletin, 35 (January, 1981), pp. 33-61.

[4]William E. Arnold, "Career Placement in Speech Communication," ACA Bulletin, 13 (August, 1975), pp. 3-16.

[5]Any frequencies reported for these departments are misleading here and elsewhere throughout this report as many departments include Journalism, Radio/TV/Film, Advertising, and/or Public Relations in the department structure.

TABLE I

DEPARTMENTAL NAMES BY REGION

NAMES

Region	Communication	Speech Communication	Speech	Other
West	5	8	3	0
South	9	2	5	
Midwest	8	6	0	1
East	0	0	2	1
Totals	22	16	10	2

TABLE II

DEPARTMENT NAMES

Names	Frequency	Percent
Communication (Studies 3, Arts 2, and Theatre 3)	22	44%
Speech Communication (and Theatre, or, and Dramatic Arts 3, and Human Relations 1)	16	32%
Speech (and Drama, and Performing Arts, and Theatre, Arts)	10	20%
Other (English and . . .)	2	4%

TABLE III

CHANGES DEPARTMENTAL NAMES BY REGION

Region	To Communication	To Speech Communication	Speech	Other	Total
West	2	1	1		4
South	6	1			7
Midwest	4	1	1	1	7
East	0	0	0	0	0
Totals	12	3	2	1	18

TABLE IV

DEPARTMENTS ENCOURAGING MINOR "EMPHASES" IN COMMUNICATION*

Departments	Frequency
Business-Related departments	23
English	9
Radio/TV/Film**	6
Education (Adult & Elementary)	5
Family Services/Home Economics	5
Journalism**	4
Agriculture	3
Sociology, Criminal Justice	3
Political Science, Theatre, Music, and Recreation	2 (each)
Psychology, Nursing, Computer Science, Art, Dance, Zoology, Physical Education, Engineering, Visual Design	1 (each)

*About 25% reported that minors, emphases, et al, are either not encouraged or not required, thus no information was available.

**Any frequencies reported for these departments are misleading here and elsewhere throughout this report as many departments include Journalism, Radio/TV/Film, Advertising, Public Relations, etc., in the department structure.

TABLE V

DEPARTMENTS IN WHICH SPEECH MAJORS PURSUE MINOR "EMPHASES"

Departments	Frequency
Business-related Marketing - 10 Management - 10 General Business - 8 Administration - 6	34
English	20
Psychology	13
Political Science	12
Journalism*	11
Performing Arts (Theatre, Dance, Music)	7
Sociology	6
History	4
Advertising, Public Relations, Economics*	2 (each)
Adult Education, Foreign Languages, International Studies	1 (each)

*See notes in Table IV.

TABLE VI

COURSES IN SPEECH MOST FREQUENTLY TAKEN BY OTHER MAJORS

Courses	Frequency	Courses	Frequency
Public Speaking	24	Argumentation	7
Interpersonal	23	Oral Interpretation	6
Fundamentals	22	Interviewing	6
Group Discussion/ Theory	22	Nonverbal	4
Business Speech	17	Contemporary Rhetoric	3
Radio/TV/Film*	11	Semantics	2
Organizational Communication	8	Children's Speech	2
Oral/Voice and Diction	7	Communication Theories	2
Mass Communication	7		

Technical Speech, Advertising*, Parliamentary Procedure, Research Methods, Communication Consulting, Speech for Classroom Teachers, Sex Roles in Communication, Family Communication, Public Address (topics), Sign Language, Freedom of Speech -- 1 (each).

*See notes in Table IV.

TABLE VII

COURSES IN OTHER DEPARTMENTS MOST FREQUENTLY TAKEN BY SPEECH MAJORS**

Courses	Frequency	Courses	Frequency
Management	11	History	
Marketing	11	Accounting	2
Public Relations*	11	Sociology	2
Advertising*	8	Consumerism	2
Psychology	8	Graphic Arts	2
Advanced Writing	7	Sales	2
Personnel Management	5	Mathematics	1
Newswriting	4	Foreign Languages	1
Economics	4	Bookkeeping	1
Photography	3	Statistics	1
Business Writing	3	Research Methods	1
Political Science	3	Human Relations	1
Computer Science	3	Public Opinion	1
Philosophy	3	Theatre	1
Literature	3	Grammer	1
		Real Estate	1

*See notes in Table IV.

**When identified only by department, the reference is usually to a basic or introductory course.

TABLE VIII

COURSES IN OTHER DEPARTMENTS MOST FREQUENTLY TAKEN BY SPEECH MAJORS, BY CATEGORY

Course	Frequency
Business-related Courses	29
Public Relations/Advertising, Sales, Consumer	23
Writing Course	14
Psychology/Sociology	10
Computer/Math, Economics	8
Photography/Graphic Arts	5

TABLE IX

UNUSUAL OR SPECIAL COOPERATIVE PROGRAMS OTHER THAN THE USUAL SERVICE COURSE OFFERINGS

Program	Frequency
Cooperative Certification Program in Public Relations	4
Organizational Communication Program (Journalism, Speech, English, Psychology, Management)	3
Cooperative Certification Program in Human Services	2
Applied Communication (English and Speech)	2
Cooperative Communication Skills Program	2
Speech Communication for Business and the Professions	1
Communication Arts Emphases in Home Economics	1
Sports Communication Emphases in Physical Education	1
Executive Development for Public Service (offered on U.S. military bases)	1
Overseas Program in Speech Communication (undergraduate)	1
Speech Communication Emphases in English	1
Communication "Track" in Conservation (Zoology Department)	1
Broadcasting for Meteorology Majors	1
Communication "Track" in Family Services	1
Communication "Track" in Nursing	1
"Internal" Program (permitting special curricular combinations such as Education of the Deaf and Theatre)	1
5 Year MA/BA in cooperation with the Graduate School of Management	1
Rhetorical Study of Film (English and Speech)	1
On-Air Broadcast Program (Journalism and Speech)	1
Marketing Communication Program (Marketing, Public Relations, Personnel, and Speech)	1
International Communication Program (Political Science, Foreign Languages, Marketing, Management, Speech, and International Affairs)	1
Interdepartmental Major in Speech Communication (50/50 credit hour requirements divided between speech and another department such as Business, Art, Industrial Technology)	1
Interdisciplinary Film Program (Art, Foreign Languages, Speech)	1
Public and Corporate Communication Program (Speech, English, Radio and Television, and cognate areas)	1

TABLE X

INTERNSHIP PROGRAMS BY REGION

Programs	West	South	Midwest	East	Total
Business/Public relations/Advertising	10	8	16	1	35
Broadcasting	4	6	7	1	18
Community/Urban	1	1	5	1	8
Government	1	1		1	3
Theatre			2		2
Internal Programs			2		2
Public Utilities	2				2
Newspapers/ Publications	1		1		2
Health	1				1
Religious	1				1
Totals	22	16	33	4	75

TABLE XI

BUSINESS-RELATED COURSES IN COMMUNICATION DEPARTMENTS

Courses	Frequency	Courses	Frequency
Organizational Communication	28	Personal Communication in Organizations	1
Business & Professional Speech	23	Multi-national Organizations	1
Public Relations	11	Business and Economic Journalism	1
Interviewing	8	Interpersonal Communication for Business & Professions	1
Broadcast Management/ Sales	4	Graphics	1
Advertising	2	Diffusion of Information	1
Human Relations in Organizations	2	Publicity Writing	1
Media Planning & Buying	1	Meeting Management	1
Program Evaluation	1	Communication Consulting	1
Data Analysis	1		
Communication Skills for Health Professions	1		

Comments: One department reported that they had a minor in Technical and Business Communication (including courses in semantics, technical and business writing, advanced writing, speech, and oral communication in business).

Five departments reported that they were limited in ability to offer such courses in business because of understaffing and enrollment demands.

TABLE XII

DEPARTMENTAL EMPHASES FOR DEGREE PROGRAMS

Emphases	Frequency
Communication Studies (including interpersonal)	20
Education	18
General Speech	18
Broadcasting	18
Rhetoric (traditional)	15
Theatre	13
Organizational Communication	13
Public Relations	13
Pathology	9
Oral Interpretation	9
Journalism	8
Group Processes	5
Pre-Law	5
Business	3
Communication Consulting	2
Political Communication	2
Instructional Media	2
Film, Technical Communication, Linguistics, Guidance, Visual Media, Media Performance, Media Management, Interviewing, Research, Persuasion	1 (each)

TABLE XIII

"EMPHASES" WITH INCREASING ENROLLMENTS BY REGION

Emphases	West	South	Midwest	East	Total
Broadcasting	2	7	5	1	15
Public Relations	1	6	4		11
Organizational Comm.	3	1	3		7
Theatre		2	4		6
Mass Communication		1	5		6
Communication Studies		2	3		5
General Speech	2	1	2		5
Pathology		1	3		4
Interpersonal	3				3
Journalism		2	1		3
Business Communication	1		1		2
Oral Interpretation			1		1
Advertising		1			1
Pre-Law			1		1
Interdepartmental			1		1
Intructional Media	1				1

TABLE XIV

EMPHASES WITH DECLINING SUPPORT/ENROLLMENTS BY REGION

Emphases	West	South	Midwest	East	Total
Education	2		9		11
Rhetoric	3	2	3		8
Oral Interpretation	2	1	2		5
Communication/General	1	2			3
Theatre		1	1	1	3
Interpersonal			1		1
Mass Communication			1		1
Linguistics			1		1

TABLE XV

"EMPHASES" WITH INCREASING INSTITUTIONAL SUPPORT BY REGION

Emphases	West	South	Midwest	East	Total
Broadcasting	2	3	2	1	8
Public Relations/ Advertising	1	4	2		7
Mass Media			4		4
Interpersonal			2		2
Organizational Comm.			2		2
Pathology		1	1		2
Theatre			1		1
Pre-Law			1		1
Oral Interpretation			1		1
General Speech			1		1
Business	1				1
Communication Studies			1		1
Journalism	1				1
Human Resource Development	1				1
Instructional Media	1				1

TABLE XVI

EMPLOYMENT OF MAJORS BY CATEGORY

Category	Frequency
Public Information, Public Relations, Promotional	33
Management (business, medical, utilities)	24
Teaching	24
Sales	22
Media Production	16
Writing	16
Personnel	14
On-Air Media	12
Advertising	11
Training Programs/Directors	10
Graduate School/Law	9
Government Staff	8
Counselling	7
Consulting	7
Community Service	4
Research	3
Airlines	2
Ministry	2

Comments: Many of respondents don't keep "track" of where and how graduates are employed. One commented that such a process "defies analysis."

TABLE XVII

WHAT IS DONE TO LET EMPLOYERS KNOW WHAT GRADUATES CAN DO*

Category of Effort	Frequency
Use intern programs	12
Personal contacts by faculty	6
Use own graduates	4
Assist with resume preparation	3
Mail vitas and program descriptions	2
Attend employer association meetings	2
Career Days/Seminars	2
Support professional associations	1
Liason committees with local businesses	1

*Other than use institutional placement services

Comments: Approximately 50% of the respondents reported that they do nothing! Many were apologetic about the fact. A few reported that they did nothing; claiming that "That's the student's responsibility."

TABLE XVIII

POSITIONS TAKEN BY RECENT GRADUATES*

Career Category	Position/Title
Management	trainee business analyst branch manager property manager
Sales	marketing/sales buyer insurance underwriter sales promotion & public relations sales representative realtor account representative
Personnel	director customer service representative training director coordinator-labor relations
Public Relations	field representative/fund raiser untern in public relations communications director industrial relations public relations director
Media	advertising reporter-photographer broadcaster news director producer executive trainee-media dept. copy editor copywriter account executive researcher
Research	research associate procedure analyst budget advisor development and social research assistant director of market research
Counseling	counselor director crisis service

TABLE XVIII

POSITIONS TAKEN BY RECENT GRADUATES*, page 2

Career Category	Position/Title
Education	teacher teacher/coach assistant to dean

*Some departments provided list of specific positions/jobs taken by recent graduates. This listing represents a compilation of the information.